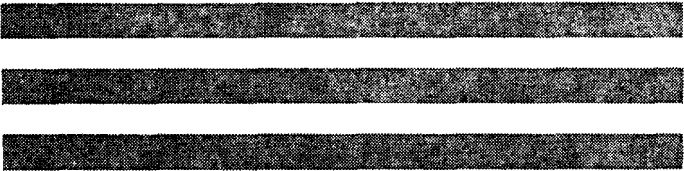


PROFESSIONAL PREPARATION

**IN HEALTH EDUCATION
PHYSICAL EDUCATION
RECREATION EDUCATION**

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PHYSICAL EDUCATION
RECREATION EDUCATION

REPORT OF A NATIONAL CONFERENCE

American Association for Health, Physical Education, and Recreation
A Department of the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

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AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION,
AND RECREATION

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Foreword

The Professional Preparation Conference was one of the largest and most ambitious projects ever undertaken by the American Association for Health, Physical Education, and Recreation. It was initiated in April 1960, and for the next nineteen months a tremendous effort went into the planning and organization of the conference, which was held January 8-13, 1962. In the six-month period immediately prior to the conference, most of the 125 conferees made extensive preparation for the meeting. Basic material was prepared in advance in order that conference time could be used to discuss and revise the material to represent the best possible thinking of the profession.

The conference provided an unparalleled opportunity for the conferees to exchange views on all aspects of professional preparation in the areas concerned. Major issues were discussed; some were resolved and substantial progress was made toward the resolution of the other problems. Out of the deliberations came a definite commitment to higher standards of professional preparation which will strengthen professional education in our areas in the future. The Professional Preparation Conference will undoubtedly take its place along with the Jackson's Mill and Pere Marquette Conferences as an important milestone in the development of professional preparation in health education, physical education, and recreation education.

CARL A. TROESTER, JR.
Executive Secretary-Treasurer

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Introduction

The American Association for Health, Physical Education, and Recreation has always been vitally interested in the professional education of the personnel in the areas it represents. For a long time it has been apparent that the progress of the profession and the quality of programs were directly related to the preparation of professional leadership. Consequently, throughout its history AAHPER has given major attention to the problems of professional education and has taken the initiative to improve it.

At the seventy-fifth anniversary convention in Miami Beach, Florida, in April 1960, the AAHPER Board of Directors approved a Professional Preparation Conference that would encompass all aspects of preparation in the areas of health education, physical education, and recreation education. This action was initiated at the request of several of the divisions, prompted by a growing awareness that substantial progress in these fields could not be made unless the standards for professional preparation were elevated. Involved also was the new relationship established with the National Council for Accreditation of Teacher Education for accrediting professional preparation programs in health education, physical education, and recreation education.

Advance Planning

The Steering Committee for this conference was approved by the AAHPER Board of Directors at the Miami Beach convention. The Committee consisted of the vice-president of each of the Divisions and the chairman of the Professional Education Section.

The Steering Committee, assisted by AAHPER staff consultants, planned the entire conference, including the establishment of criteria for participants to be invited, the development of a statement of the purpose of the conference, the designation of conference content and scope, and the over-all conference structure. The list of organizations which were to be invited to participate as cooperating groups was also determined by the Steering Committee.

Purpose of the Conference

The purpose of the conference was to improve professional preparation in health and safety education, physical education and athletics, and recreation and outdoor education, at the undergraduate level and the first phase of graduate study. The conference was devoted to:

1. Developing suggested principles and standards, in accordance with the philosophy of and trends in teacher education in a changing world, to serve as guides for institutions preparing personnel in these educational fields, covering the following seven areas:
 - * Philosophy and objectives of professional preparation
 - * Organization and administration
 - * Student personnel
 - * Faculty
 - * Curriculum
 - * Professional laboratory experiences
 - * Facilities and instructional materials
2. Defining the professional competencies in these areas
3. Determining ways of improving the professional consciousness and professional stature of personnel in these areas
4. Identifying the kinds of experiences through which prospective professional personnel can develop the necessary knowledge and skill to enable them to provide leadership in these areas
5. Developing guidelines for the implementation of the conference report.

Nature and Scope of the Conference

The Steering Committee decided that the nature and scope of the conference should be based upon the following assumptions:

1. That professional preparation is a continuous process which extends from the basic preservice experience through the highest scientific, scholarly achievements and that the profession has the responsibility

for providing opportunities to individuals within the total range of professional development. Consequently, the conference included professional preparation through the first phase of graduate study.

2. That the conference should reflect the position that professional preparation is a continuous development. Each area, however, was to begin deliberations at the preservice level.
3. That, since each area has unique problems in relation to the scope of the conference, it should have the freedom to extend its deliberations along the range of professional development through the beginning phase of graduate study.

Conference Structure

The Steering Committee decided that a great deal of advance preparation was necessary to ensure the success of the conference. Basic material was prepared in advance in order that the conference sessions could be used to modify and revise the material to represent the best possible thinking of those in attendance at the conference. To accomplish this objective, two types of committees were established.

General Committees, with representation from each of the divisions, were assigned the responsibility of preparing materials applicable to all divisions. Six such committees were established, as follows:

- * Overview of professional preparation
- * History of professional preparation in health and safety education, physical education, and recreation education
- * Objectives of professional preparation
- * Organization and administration of professional education
- * Evaluation
- * Accreditation

Division Committees were appointed to cover five areas, as follows:

- * Student personnel
- * Faculty
- * Curriculum
- * Professional laboratory experiences
- * Facilities and instructional materials

The Health Education and Safety Education Divisions decided to work together and appointed joint committees in the five areas. The Divisions of Physical Education, Men's Athletics, and Girls and Women's Sports set up their own division committees. At the conference, the three groups worked both individually and collectively. Together they prepared a single report, with supplementary material as necessary in each of the five areas.

Selection of Delegates

The following criteria were used in selecting conference delegates:

1. All delegates must be members of AAHPER.

2. They must represent a reasonable geographical distribution.
3. They must provide appropriate representation with regard to size of institution, the areas of the conference concerned, and consumers and producers.
4. There must be representation from liberal arts colleges, teachers colleges, universities, and other professional schools granting degrees in these areas.
5. There must be representation from various public and private agencies and consumer groups concerned with health education, physical education, and recreation.
6. Delegates should be available for the duration of the conference and be willing to work prior to, during, and after the conference.
7. They should be able to make a significant contribution to one or more of the areas.
8. They shall have demonstrated competence in one or more of the areas.

Conference Operation

Conference organization centered around General Sessions and group discussion by divisions. The General Sessions were used primarily for group reporting and exchanging ideas. They also provided an opportunity to hear and discuss problems with specialists in professional preparation for teaching. The majority of conference time, however, was devoted to division discussion groups. The four general areas of overview of professional preparation, history, objectives, and organization and administration were first reviewed in these sessions, and the resulting recommendations were incorporated into general statements. The division committees next turned their attention to the material for their own field of education in order to produce the best possible recommendations under each of the five areas of student personnel, faculty, curriculum, professional laboratory experiences, and facilities and instructional materials. Each group prepared a report of its recommendations for review by the conference.

The Implementation Committee was drawn from representatives of the AAHPER Professional Education Section. It was charged with developing a plan of "How To Use the Conference Report." The work of the Evaluation Committee and the Accreditation Committee was carried on during the conference. Statements prepared by these committees were presented at a General Session, and opportunity was provided for discussion. These reports were then referred to the Editorial Committee for inclusion in the final report.

Responsibility for the final review of conference materials was delegated to the Editorial Committee. This committee was composed of the members of the Steering Committee and one additional person from each division. This committee devoted the two days following the con-

ference to reviewing the conference materials and preparing the final report.

All conferees had an opportunity to hear and discuss all sections of the report. When differences of opinion were expressed, they were explored, and when necessary votes were taken. The final report reflects the general agreements of the people attending the conference.

Highlights of the Recommendations

Among the highlights of the conference were these recommendations:

1. The importance of a strong background of general education in the professional education of personnel in health and safety education, physical education, and recreation to enrich the personal life of the individual and to help him meet his responsibilities to society was strongly endorsed. It was recommended that 50 percent of the four-year undergraduate program be devoted to the general education aspect of the curriculum.

2. Five years of professional preparation were considered essential for the basic preparation of personnel in each of the areas of health and safety education, physical education, and recreation. The enormous expansion of knowledge in all fields has necessitated a longer period of preparation. The fifth year may be completed prior to service or after a period of experience.

3. Professional preparation is not completed with the attainment of the bachelor's degree. Rather it should be a continuous process throughout the career of a professional person. Undergraduate preparation should provide a background for future growth and the minimum competencies for beginning professional service. Upon entering the profession, each person has a lifelong obligation to engage in a continuing search for new knowledge and skill. There is no terminal point of professional education.

4. The profession itself should determine the nature of professional education. State certification requirements should not be regarded as optimum standards for a professional education program. Society must depend upon the profession to establish standards which will ensure the competency of practitioners.

5. The profession, the institution, and the agencies employing professional personnel should share responsibility in professional education. Professional education is not solely the concern of the college. The profession and the organizations that employ professional personnel should be brought into real partnership with the colleges in the planning and conduct of professional education.

6. A curriculum designed to prepare professional personnel for a changing society must be responsive to change. With change occurring at such an accelerated pace, a professional curriculum becomes obsolete if it remains unchanged over a period of years.

7. The program of professional preparation should be evaluated frequently in terms of the basic concepts and purposes of the profession. The evaluation of professional preparation is an appraisal of the degree to which stated objectives have been achieved.

8. Candidates for master's degrees must have attained the competencies required in the undergraduate major or should be required to gain them concurrently with their graduate program.

9. A professional preparation program in health and safety education, physical education, and recreation education is incomplete if it fails to include emphasis upon the professional obligations and responsibilities of a professional person.

10. A single agency in every institution should be responsible for developing policies governing all teacher education.

11. The policies and practices in all aspects of the professional preparation program in health and safety education, physical education, and recreation education should be consistent with those of all departments within the institution.

12. Men who have coaching responsibilities should be certificated if they are not professionally prepared as physical education majors.

13. Persons in athletic administration and coaching need particular competencies in public relations and courage to withstand pressures from noneducational emphasis.

Following are additional accomplishments of the conference:

1. A much better acquaintanceship with NCATE standards resulted from the conference.

2. The development of a history of professional preparation in health and safety education, physical education, and recreation education was a valuable outcome of the conference.

3. There emerged a growing recognition that undergraduate preparation in health and safety education, physical education, and recreation education is concerned with the social and behavioral sciences as well as the biological sciences.

Using This Report

Implementation is an orderly process of following through on a mutually agreeable plan of action. Any report has very limited value beyond that of being an interesting and informational item unless concerted and dynamic action results as a product of the study and analysis of the findings or recommendations.

It is recognized that no two colleges would use all of this document in the same way. The suggestions presented here are to serve as possible approaches to the problem of using this report in a way which will result in the most effective form of positive action. Accordingly, the implementation of this report challenges and gives an opportunity to each professional person in our related fields.

Teamwork, cooperative action, and a look to the future were fundamental characteristics in the development of the basic document. Likewise, the same mode of action, further stimulated by professional interest, curiosity, and research, is a "must" for all professional workers involved in professional preparation. It is hoped that they will accept their professional responsibility.

Departmental Responsibilities

1. The administrator of the department of health, physical education, and recreation has the responsibility to acquaint his staff with the conference report. This may be accomplished by:
 - a. Making copies of the report available to each staff member
 - b. Encouraging and stimulating a critical study of the report by each staff member.
2. The administrator should schedule staff time for further consideration of the conference report. Suggested steps for involving the total staff are:
 - a. Accepting as a goal the comparison of the programs currently being offered with those programs recommended
 - b. Recognizing that the specific areas to be studied will be determined by the scope of offerings of each individual institution in the areas of health education, safety, physical education, men's athletics, recreation, and girls and women's sports
 - c. Appointing committees to study the professional areas and report to the staff
 - d. Establishing a time to submit subcommittee progress reports and complete the committee's work
 - e. Presenting the final report of each subcommittee to the total professional staff and adopting a final plan of action
 - f. Following the analysis of present practices and the study of the conference report, initiating inservice projects to strengthen the effectiveness of professional preparation programs.
3. It must be recognized that a dynamic staff is essential to the upgrading of professional preparation. This may be achieved by:
 - a. Recognizing that curriculum revision and study of professional preparation are a phase of inservice education
 - b. Identifying the purposes of professional preparation by the staff for use in the study and in the total program of interpretation
 - c. Selecting staff in terms of background, general ability, creativity, and professional interest in order to assure continuing curriculum improvement
 - d. Creating a permissive atmosphere in which the development of ideas is assured as the staff looks at curriculum improvement.

College or University Responsibilities

1. The departmental administrator should acquaint the appropriate dean or deans, or other college or university officials, and college committees who are concerned with instruction, with the implications of the report as a guideline for curriculum study and resultant action.
2. Preparation of health, physical education, and recreation personnel should be identified with the unified effort of the total professional preparation program of the institution.

Professional Responsibilities

1. Wide study of the report should be made by the members of:
 - a. Appropriate AAHPER state, district, and national groups
 - b. Other organizations, such as the Society of State Directors, College Physical Education Association, National Association for Physical Education of College Women, and health and recreation associations concerned with professional preparation and (where appropriate) certification of personnel in the various areas of specialization.
2. The report should be reviewed in appropriate NEA and other educational and/or professional journals.

General Responsibilities

1. The state supervisor and/or the state certifying agency should use the conference report as a base for the foundation of state certification requirements.
2. The state supervisor and intermediate and local administrators should use the conference report in working with professional personnel in improving statewide programs.
3. All agencies accrediting teacher or leader preparation should use the conference report for the development of standards for evaluating professional programs in health education, physical education, and recreation education.

4. Leaders in professional preparation should concern themselves with self-evaluation in an effort to achieve quality performance and improvement of instruction. The initiation of desirable practices, the continual growth and progress of the profession, and the appropriate evaluation and accreditation are primarily the responsibility of the members of the profession. The purpose of professional preparation is to achieve professional excellence rather than solely to meet accreditation standards.

Accreditation standards are usually set at the average or the acceptable performance level of the profession. Accrediting statements on minimum standards are incentives for improvement for the least able institutions but are likely to be below the performance level of the best institutions. Most departments, however, should find in this report some guides and standards, with recommended ways of implementing them, that will lead to new insights and added emphases for program development. In those departments where there is lack of support or encouragement on the part of administrative officers, this report may serve as a basis for implementing a program of professional improvement.

Two Special Challenges

1. Departments are urged to identify common competencies in the professional preparation curriculums currently offered and covered by this report. Such action might be directed toward identifying experi-

ences which are common to the professional fields and thus encouraging common understandings, mutual respect, and efficiency of operation.

2. The growing bodies of knowledge in health, physical education, and recreation are clear evidence that each of them is a specific content area, closely related and cutting across other disciplines (e.g., the behavioral and natural sciences). In terms of curriculum and method, greater differentiation from and integration with general education, general professional education, and specialized professional education are recommended for future study and direction.

An Overview

There are many common elements in the preparation of those who plan to become teachers and leaders in the fields of education and recreation. Because of the specialized nature of health education, physical education, and recreation education, differences also exist. To plan intelligently an educational program involving these three areas, it is necessary not only to understand their interrelationships but also to be aware of the contributions they make to education in our society.

In this overview an attempt will be made:

1. To state the basic purposes of higher education in the United States
2. To indicate some persistent issues in teacher education and their relationship to these purposes
3. To point out some principles and special emphases in the areas of health education, physical education, and recreation education and thus to delineate their scope
4. To stress the ways in which the elements of the above areas relate to the primary purposes of education.